## KENTUCKY DEPARTMENT OF EDUCATION GLOSSARY, ABBREVIATIONS AND ACRONYMS



community-based academic and youth development programs  Kentucky's method of designating types of public schools or programs:  A1 a school under administrative control of a principal or head teacher and eligible to establish a school-based decision making council. An A1 school i not a program operated by, or as a part of, another school.  A2 district-operated, totally vocational-technical	21st CCLC (21st Century Community Learning	programs that provide constructive learning activities
A1 – A6 schools and programs  Kentucky's method of designating types of public schools or programs:  A1 – a school under administrative control of a principal or head teacher and eligible to establish a school-based decision making council. An A1 school inot a program operated by, or as a part of, another school.  A2 – district-operated, totally vocational-technical program, where the membership is counted in an A1 school.  A3 – district-operated, totally special education program.  A4 – district-operated, totally preschool program (e.g., HeadStart, state-funded preschool or Parent and Child Education [PACE] program).  A5 – an alternative program that is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristic change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment  (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)	Centers)	during non-school hours through school- and
Kentucky's method of designating types of public schools or programs:  A1 a school under administrative control of a principal or head teacher and eligible to establish a school-based decision making council. An A1 school in ot a program operated by, or as a part of, another school.  A2 district-operated, totally vocational-technical program, where the membership is counted in an A1 school.  A3 district-operated, totally special education program.  A4 district-operated, totally preschool program (e.g., HeadStart, state-funded preschool or Parent and Child Education [PACE] program).  A5 an alternative program that is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristics change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		community-based academic and youth development
schools or programs:  A1 — a school under administrative control of a principal or head teacher and eligible to establish a school-based decision making council. An A1 school in not a program operated by, or as a part of, another school.  A2 — district-operated, totally vocational-technical program, where the membership is counted in an A1 school.  A3 — district-operated, totally special education program.  A4 — district-operated, totally preschool program (e.g., HeadStart, state-funded preschool or Parent and Child Education [PACE] program).  A5 — an alternative program that is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristic change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (e.g., students who have to work during the school day)		
A1 — a school under administrative control of a principal or head teacher and eligible to establish a school-based decision making council. An A1 school inot a program operated by, or as a part of, another school.  A2 — district-operated, totally vocational-technical program, where the membership is counted in an A1 school.  A3 — district-operated, totally special education program.  A4 — district-operated, totally preschool program (e.g., HeadStart, state-funded preschool or Parent and Child Education [PACE] program).  A5 — an alternative program that is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristic change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (e.g., students who have to work during the school day)	A1 – A6 schools and programs	
principal or head teacher and eligible to establish a school-based decision making council. An A1 school in not a program operated by, or as a part of, another school.  A2 — district-operated, totally vocational-technical program, where the membership is counted in an A1 school.  A3 — district-operated, totally special education program.  A4 — district-operated, totally preschool program (e.g., HeadStart, state-funded preschool or Parent and Child Education [PACE] program).  A5 — an alternative program that is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristic change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment  (b) potential or probable dropouts  (c) drug abusers  (d) physically abused students  (e) discipline problem students  (f) nontraditional students (e.g., students who have to work during the school day)		schools or programs:
school-based decision making council. An A1 school in not a program operated by, or as a part of, another school.  A2 — district-operated, totally vocational-technical program, where the membership is counted in an A1 school.  A3 — district-operated, totally special education program.  A4 — district-operated, totally preschool program (e.g., HeadStart, state-funded preschool or Parent and Child Education [PACE] program).  A5 — an alternative program that is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristics change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting cour-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		
not a program operated by, or as a part of, another school.  A2 district-operated, totally vocational-technical program, where the membership is counted in an A1 school.  A3 district-operated, totally special education program.  A4 district-operated, totally preschool program (e.g., HeadStart, state-funded preschool or Parent and Child Education [PACE] program).  A5 an alternative program that is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristics change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		
school.  A2 district-operated, totally vocational-technical program, where the membership is counted in an A1 school.  A3 district-operated, totally special education program.  A4 district-operated, totally preschool program (e.g., HeadStart, state-funded preschool or Parent and Child Education [PACE] program).  A5 an alternative program that is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristic change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		_
program, where the membership is counted in an A1 school.  A3 district-operated, totally special education program.  A4 district-operated, totally preschool program (e.g., HeadStart, state-funded preschool or Parent and Child Education [PACE] program).  A5 an alternative program that is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristic change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		
school.  A3 district-operated, totally special education program.  A4 district-operated, totally preschool program (e.g., HeadStart, state-funded preschool or Parent and Child Education [PACE] program).  A5 an alternative program that is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristics change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements. Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment  (b) potential or probable dropouts  (c) drug abusers  (d) physically abused students  (e) discipline problem students  (f) nontraditional students (e.g., students who have to work during the school day)		<b>A2</b> district-operated, totally vocational-technical
A3 district-operated, totally special education program.  A4 district-operated, totally preschool program (e.g., HeadStart, state-funded preschool or Parent and Child Education [PACE] program).  A5 an alternative program that is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristics change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		program, where the membership is counted in an A1 school.
program.  A4 district-operated, totally preschool program (e.g., HeadStart, state-funded preschool or Parent and Child Education [PACE] program).  A5 an alternative program that is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristics change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		
(e.g., HeadStart, state-funded preschool or Parent and Child Education [PACE] program).  A5 — an alternative program that is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristics change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		
and Child Education [PACE] program).  A5 an alternative program that is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristics change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements. Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		A4 district-operated, totally preschool program
A5 an alternative program that is a district- operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristics change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include: (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		(e.g., HeadStart, state-funded preschool or Parent
operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristics change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		and Child Education [PACE] program).
definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristics change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		A5 an alternative program that is a district-
provide services to at-risk populations with unique needs. Its population composition and characteristics change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment  (b) potential or probable dropouts  (c) drug abusers  (d) physically abused students  (e) discipline problem students  (f) nontraditional students (e.g., students who have to work during the school day)		·
needs. Its population composition and characteristics change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		_
change frequently and are controlled by the local school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment  (b) potential or probable dropouts  (c) drug abusers  (d) physically abused students  (e) discipline problem students  (f) nontraditional students (e.g., students who have to work during the school day)		·
school district student assignment practices and policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment  (b) potential or probable dropouts  (c) drug abusers  (d) physically abused students  (e) discipline problem students  (f) nontraditional students (e.g., students who have to work during the school day)		
policies (i.e., the local district personnel have input with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment  (b) potential or probable dropouts  (c) drug abusers  (d) physically abused students  (e) discipline problem students  (f) nontraditional students (e.g., students who have to work during the school day)		
with regard to the identification of students receiving services provided by the A5 program as opposed to unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment  (b) potential or probable dropouts  (c) drug abusers  (d) physically abused students  (e) discipline problem students  (f) nontraditional students (e.g., students who have to work during the school day)		
services provided by the A5 program as opposed to unconditionally accepting court-ordered placements. Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment  (b) potential or probable dropouts  (c) drug abusers  (d) physically abused students  (e) discipline problem students  (f) nontraditional students (e.g., students who have to work during the school day)		
unconditionally accepting court-ordered placements Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment  (b) potential or probable dropouts  (c) drug abusers  (d) physically abused students  (e) discipline problem students  (f) nontraditional students (e.g., students who have to work during the school day)		5
Students enrolled in A5 programs typically include:  (a) actual dropouts returning to an alternate educational environment  (b) potential or probable dropouts  (c) drug abusers  (d) physically abused students  (e) discipline problem students  (f) nontraditional students (e.g., students who have to work during the school day)		
(a) actual dropouts returning to an alternate educational environment (b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		
educational environment  (b) potential or probable dropouts  (c) drug abusers  (d) physically abused students  (e) discipline problem students  (f) nontraditional students (e.g., students who have to work during the school day)		
(b) potential or probable dropouts (c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		
(c) drug abusers (d) physically abused students (e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		
(d) physically abused students  (e) discipline problem students  (f) nontraditional students (e.g., students who have to work during the school day)		
(e) discipline problem students (f) nontraditional students (e.g., students who have to work during the school day)		, , , _
(f) nontraditional students (e.g., students who have to work during the school day)		
have to work during the school day)		
.,,		· ·
teatine (e.g.,		
emotional/psychological)		

	A6 district-operated instructional program in a non-
	district-operated institution or school.
academic expectations	learning goals that characterize student achievement
ACCESS (Assessing Comprehension and Communication in English State-to-State)	an English language assessment for English language learners tied to the state's language proficiency
Communication in English State-to-State)	standards
accommodation	changes made in the way materials are presented or
	in the way students respond to the materials, as well
	as changes in setting, timing and scheduling
achievement gap	a substantive performance difference in tested areas
acmevement gap	between various groups of students, including male
	and female, students with and without disabilities,
	students with and without English proficiency,
	minority and non-minority students, and students
	who are eligible for free and reduced-price school
	meals and those who are not eligible
ACT	a common college admissions test given to all high
-	school juniors; subjects are English, mathematics,
	reading and science
ACT WorkKeys	job skills assessment measuring real-world skills in
-	Applied Mathematics, Reading for Information and
	Locating Information
ADA (Americans with Disabilities Act)	the federal law that outlines requirements for
	individuals with disabilities in the workplace, school,
	public areas and more
ADA (Average Daily Attendance)	the average of a set number of months' attendance,
	used to determine funding
ADHD (attention deficit hyperactivity disorder)	a neurobehavioral-developmental disorder
ADP (American Diploma Project)	program developed by the Education Trust and the
	Thomas B. Fordham Foundation in 2001; goal is to
	improve secondary education and rigor of diplomas
AEL	Appalachian Educational Laboratory
AFGR	Average Freshman Graduation Rate
alternative certification	a process by which individuals who do not hold
	traditional teaching certifications may receive
	certification based on prior experience and education
Alternative K-PREP	(see also K-PREP) serves 1% of students with most
	significant cognitive disabilities requiring alternate
	means of participation in Kentucky's statewide
	assessment demonstrating achievement designed to
	allow great depth of adaptions, modifications and
alkawaki sa asha ala	alternative modes of participation
alternative schools	schools that serve students who are not succeeding
	in the traditional public school environment due to
	academic problems, learning disabilities or behavioral
	problems

	1 ( 1.111/ 1 1
anecdotal record	a written record of a child's progress based on
	milestones particular to that child's social, emotional,
	physical, aesthetic and cognitive development
AP (Advanced Placement)	higher-level academic courses maintained by the
	College Board; scores of three or more on exams may
	earn college credit
AR (Accelerated Reader)	a daily progress monitoring software assessment in
	wide use by primary and secondary schools for
	monitoring the practice of reading
ARC (admissions and release committee)	a group that makes determinations on the best
	course of study for a student with disabilities;
	membership should include a regular education
	teacher, a special education teacher, a representative
	of the school district, the parent, individuals with
	specialized knowledge and others.
ARCC	Appalachia Regional Comprehensive Center
ASCD	Association for Supervision and Curriculum
	Development
assessment	an exercise such as a written test, portfolio, or
	experiment that seeks to measure a student's skills
	or knowledge in a subject area
ASSIST	Assistance and Support for Student Success Team
assistive technology	any item, piece of equipment or product system that
assistive testimology	is used to increase, maintain or improve functional
	capabilities of children with disabilities
ASVAB (Armed Services Vocational Aptitude Battery)	multiple-choice test to determine qualification for
Asvas (Armed Services Vocational Aprilade Sattery)	enlistment in U.S. armed forces
at-risk	a student with socioeconomic challenges that place
at risk	him or her at a disadvantage in achieving academic,
	social, or career goals
authentic assessment	an evaluation of what students actually know and
datheritie assessment	understand
AYP (Adequate Yearly Progress)	a term included in <b>NCLB</b> that indicates whether
ATT (Adequate really Flogress)	schools and districts have been successful in
	improving student achievement from one year to the
	next
BAC	building assessment coordinator
basal textbook	a book that offers a foundation for instruction for a
Sugar textbook	course or grade level that provides appropriate
	progression of information on a subject being studied
basic skills	the traditional building blocks of a curriculum that are
Dasic skills	_
	most commonly associated with explicit instruction in
	early elementary language arts and mathematics,
	including teaching the letters of the alphabet, how to
	sound out words, spelling, grammar, counting,
	adding, subtracting and multiplying

3

La calcada	and a second of the state of th
benchmark	an example of student work that illustrates the
	qualities of a specific score on a rubric or scoring
	guide
block scheduling	a way of organizing the school day, usually in
	secondary schools, into blocks of time longer than the
	typical 50-minute class period. Students take as many
	courses as before (sometimes more), but the courses
	may not run the entire school year.
Bloom's taxonomy	a classification of educational objectives developed in
,	the 1950s by a group of researchers headed by
	Benjamin Bloom of the University of Chicago.
	Commonly refers to the objectives for the cognitive
	domain, which range from knowledge and
	_
	comprehension (lowest) to synthesis and evaluation
	(highest).
CAC	Content Advisory Committee
CACFP (Child and Adult Care Food Program)	a program administered by the U.S. Department of
	Agriculture that provides meals and snacks to
	children and adults in need
career and technical education	a career-based course of study designed to prepare
	high school students for postsecondary education,
	work or the military
Career Clusters	14 broad categories that encompass virtually all
	occupations from entry through professional levels
Carnegie Unit	the number of hours per unit in which a course is
	taught; in Kentucky, it is defined as at least 120 hours
	of instructional time in one subject
CATS (Commonwealth Accountability Testing	the state's assessment and accountability system
System)	from 1998 to 2008
CCLD	Collaborative Center for Literacy Development
CCSSO	Council of Chief State School Officers
CDC	Centers for Disease Control
CDIP/CSIP	Consolidated District or School Improvement
CDII / CDII	Planning, a process that integrates instructional
	improvement with student learning results
CDI (commovaiel deixor/a license)	
CDL (commercial driver's license)	required of school bus drivers
CEC	Council for Exceptional Children
CECC	Community Early Childhood Council
certified staff	individuals who have completed certification
	processes; includes teachers, administrators and
	others
charter school	a self-governing educational facility that operates
	under contract between the school's organizers and
	the sponsors (often local school boards but
	sometimes other agencies, such as state boards of
	education). Charter schools usually receive
	government funding, may not charge tuition, must be
VDE-0000-D0 Iva 000540	

	nonsectarian and nondiscriminatory and must be
	chosen by teachers, students and parents. Charter
	schools are free from most state and local
	regulations, often including teacher certification
	requirements. (Kentucky currently does not have
	legislation to enable charter schools.)
CIITS (Continuous Instructional Improvement	provides student data and teaching resources directly
Technology System)	to teachers and principals when and where they most
	need it
CIP	Comprehensive Improvement Planning
CIPL	Commonwealth Institute for Parent Leadership, a
	program conducted by the Prichard Committee
classified staff	individuals who do not hold teaching or
	administrative certifications; may include bus drivers,
	non-teaching staff and others
CLEM	Cluster Leader Electronic Messaging Service
cohort	a particular group of people with something in
Conort	common. For instance, a cohort might be a group of
	1
	students who had been taught an interdisciplinary
	curriculum by a team of junior high school teachers.
Common Core State Standards	content that has been identified at the national level
	and adopted by the Kentucky Board of Education as
	essential for all students to know in the areas of
	reading/language arts and mathematics that will be
	included on the state assessment beginning spring
	2012 (known in Kentucky as the <b>Kentucky Core</b>
	Academic Standards)
Commonwealth Diploma	a high school diploma program authorized by 704
	KAR 3:340; includes specific, high-level course
	requirements
Commonwealth School Improvement Fund (CSIF)	a pool of money funded by the legislature to provide
. , ,	monetary support for struggling schools
COMPASS	college placement tests used to evaluate incoming
	students in reading, writing and math skills
continuous progress	a student's unique progression through the primary
tontinadas progress	program at his or her own rate without being
	compared to others in the program and without links
	to age or number of years in school
cooperative learning	·
cooperative learning	a method of instruction that encourages students to
	work in small groups, learning material and then
	presenting what they have learned to other small
	groups
Coordinated School Health (CSH)	a plan and process that ensures whole-school health
	for students, teachers, administrators and staff
core content	content that has been identified as essential for all
	students to know in the areas of social studies,
	science and writing that will be included on the state
KDE:OGSS:DC lva 062512	

	assessment.
СОТ	Commonwealth Office of Technology
СРЕ	Council on Postsecondary Education
СРТ	Capital Plaza Tower
CRAGC	Commissioner's Raising Achievement, Closing Gaps
	Council
criterion-referenced tests	Tests designed to measure how thoroughly a student
	has learned a particular body of knowledge without
	regard to how well other students have learned it.
	Most nationally standardized achievement tests are
	norm-referenced, meaning that a student's
	performance is compared to how well students in the
	norming group did when the test was normed.
	Criterion-referenced tests are directly related to the
	curriculum of a particular school district or state and
CCD	are scored according to fixed criteria.
CSD	Classified Staff Data
CSIF	Commonwealth School Improvement Fund
CSIP	Comprehensive School Improvement Plan
CTBS (Comprehensive Test of Basic Skills)	a component of Kentucky's assessment and
	accountability system from 1998 to 2005; CTBS tests
	were given to students in EP (exiting primary or 3rd
	grade), 6th and 9th grades and covered reading, language arts and mathematics
CTE	career and technical education
CTL	Collaborative for Teaching and Learning
CTSO (Career and Technical Student Organizations)	co-curricular organizations within <b>CTE</b> program areas
C130 (Career and Technical Student Organizations)	to enhance student career and leadership
	development, motivation and recognition
curriculum	the subject matter that teachers and students cover
Carriculatii	in class
curriculum map	an outline of the implemented curriculum; what is
- Carrious and P	taught and when it is actually taught
DAC	District Assessment Coordinator
DAGC	District Achievement Gap Coordinator
DEC	Division of Early Childhood (a division of the <b>Kentucky</b>
	Council for Exceptional Children)
DECA	Distributive Education Clubs of America
Depth of Knowledge (DOK)	the level of knowledge or learning expected at
	various grade levels or during a course of study
director of pupil personnel (DPP)	an individual who manages pupil attendance and
	other issues for a school district
disaggregated data	test scores or other data divided so that various
_	categories can be compared. For example, schools
	may break down the data for the entire student
	population (aggregated into a single set of numbers)

	T
	to determine how minority students are doing
	compared with the majority, or how scores of girls
	compare with those for boys.
distance learning	the use of telecommunications technologies,
	including satellites, telephones and cable-television
	systems, to broadcast instruction from one central
	site to one or more remote locations
District 180	a specific team for educational recovery services that
	focuses on the schools and districts identified for
	educational recovery as well as other schools
	identified for school improvement
DPH	Department for Public Health
dual credit/dual enrollment	a program in which students may enroll in credit-
dual credit/dual enrollment	
	bearing college courses while still in middle or high
DW-W	school
DWoK	Different Ways of Knowing
EAARS	Education Assessment and Accountability Review
	Subcommittee
ECS	Education Commission of the States
EDGAR	Education Department General Administrative
	Regulations
Educational Cooperatives	BEEC Big East Educational Cooperative
	CESC    Caveland Educational Support Center
	CKEC Central Kentucky Education
	Cooperative
	CKSEC Central Kentucky Special Education
	Cooperative
	GRREC Green River Regional Educational
	Cooperative
	•
	JCECES Jefferson County Exceptional Child  Education County Exceptional Child  Education County Exceptional Child  The County Exception C
	Education Services
	KEDC Kentucky Educational Development
	Corporation
	KVEC Kentucky Valley Educational
	Cooperative
	NKCES Northern Kentucky Cooperative for
	Educational Services
	OVEC Ohio Valley Educational Cooperative
	RRC River Region Cooperative
	SESCEC Southeast/South-Central Educational
	Cooperative
	UCSEC Upper Cumberland Special Education
	Cooperative
	WKEC West Kentucky Educational
	Cooperative
	•
	WKSEC West Kentucky Special Education

	Cooperative
	WTSEC Wilderness Trail Special Education
	Cooperative
Educational Planning and Assessment System (EPAS)	a series of assessments and related activities from
Lucational Flamming and Assessment System (LFAS)	ACT, Inc.; includes EXPLORE, PLAN and ACT
	assessments
Educational Recovery Staff (ERS)	see Highly Skilled Educators
EIAC	Educational Improvement Advisory Committee
EILA	Effective Instructional Leadership Act, 704 KAR 3:325
ELDC	Educational Leadership Development Collaborative
Elementary and Secondary Education Act (ESEA)	see No Child Left Behind Act
ELL	English Language learners
ELP	English Language Proficiency
EncycloMedia	an Internet-based comprehensive learning service
	offered free to Kentucky public schools. A partnership
	between Kentucky Education Television and the
	Kentucky Department of Education, it offers teachers
	and students more than 4,000 videos, 40,000 video
	clips and thousands of digital images, all searchable
	by key word, content area, grade level and Kentucky academic standards.
end-of-course exam	
end-oi-course exam	state exam to test student content knowledge at end of courses in English II, Algebra II, Biology and U.S.
	History; results should count 20 percent of student's final grade
enrichment programs	programs intended to supplement the regular
emichinent programs	academic curriculum for students who might
	otherwise be bored with their classwork
EPSB	Education Professional Standards Board
ERIG	Early Reading Incentive Grant
ESEA waiver	request granted by the U.S. Department of Education
LSEA Walter	to Kentucky and 10 other states granting flexibility to
	many of the requirements of the No Child Left Behind
	Act
ESL (English as a Second Language)	a program that provides instruction for students
Tot (Ingustration and a cocontal Innihamber)	whose first language is not English
ESS (Extended School Services)	programs providing additional instruction and
	support through longer days, weeks or years for
	students who are at risk of not meeting academic
	expectations
exceptional children	children with special needs; includes those with
	disabilities and those eligible for gifted and talented
	services
EXPLORE	high school readiness exam designed to help 8th
2	graders explore a broad range of options for their
	future by assessing English, mathematics, reading and
	ratare by assessing English, mathematics, reading and

	science
Facilities Support Program of Kentucky (FSPK)	funds mandated by KRS 157.440 to be used to
	address categorized priorities listed in a district's
	approved facilities plan pursuant to KRS 157.420
Family Resource/Youth Services Centers (FRYSCs)	centers established in or near schools where at least
	20 percent of students qualify for free or reduced-
	price meals. Family resource centers serve
	elementary schools; youth services centers serve
	middle and high schools. Centers provide resources
	and referrals for students and families.
FBLA	Future Business Leaders of America
FCCLA	Family, Career and Community Leaders of America
FEA	Future Educators of America
FERPA	federal Family Educational Rights and Privacy Act
FFA	Future Farmers of America (FFA now uses only the
	acronym.)
flexible grouping	a strategy that allows students to work in differently
	mixed groups depending on the goal of the learning
	task at hand
formative assessment	an assessment or other activity during class time that
	provides feedback to help teachers direct instruction
	to individual students' needs
FRYSC	Family Resource and Youth Services Center
FSPK	Facilities Support Program of Kentucky
FTE GED	full-time equivalent
	General Educational Development (handled by CPE)
gifted and talented	as outlined in 704 KAR 3:285, students identified as
	high-potential learners and provided with services in
	one or more of the following areas: general
	intellectual aptitude; specific academic aptitude;
	creative or divergent thinking; psychosocial or
	leadership skills; or visual or performing arts
GOPM	Governor's Office of Policy and Management
Growth Factor Report	a collection of student enrollment data that is related
	to growth in average daily attendance
Head Start/Early Head Start	comprehensive federal child development programs
	that serve children from birth to age 5, pregnant
	women and their families; the overall goal is to
	increase the school readiness of children in low-
	income families
heterogeneous grouping	the grouping of students in classrooms on the basis of
	mixed abilities and/or characteristics (i.e.,
	chronological age, reading ability, test scores)
Highly Skilled Educators (HSE)	an assistance program that was designed to support
	and turn around low-performing schools. HSEs are
	now called <b>Educational Recovery Staff</b> (ERS). ERS are

holistic learning	teachers, administrators and other certified staff who support improved teaching and learning; help school staffs align curriculum with the common core standards, the new assessment, best practices and national standards; advise school staffs on techniques to meet the assessment goals; advise school staffs on developing, implementing and monitoring the school improvement plan and expenditure of monies from the Commonwealth School Improvement Fund; and build capacity among school staffs.  a theory of education that places importance on the complete experience of learning and the ways in
	which the separate parts of the learning experience are interrelated.
holistic scoring	a scoring process used to evaluate a student's overall performance or product
homogeneous grouping	the grouping of students in classrooms based on the basis of similar abilities and/or characteristics (i.e., chronological age, reading ability, test scores)
horizontal articulation or alignment	indicates that the curriculum is carefully planned within grade levels
HOSA	Health Occupations Students of America
НОТ	Highly Qualified Teacher (federal term associated with NCLB)
HSTW (High Schools That Work)	a cooperative effort with the <b>Southern Regional Education Board</b> that integrates challenging academic courses and modern vocational studies to raise the achievement levels of career-bound high school students
IB (International Baccalaureate)	a program of international education for students aged 3 to 19
IC	Infinite Campus (the state's student information system)
IDEA (Individuals with Disabilities Education Act)	A revision of the Education for All Handicapped Children Act, the IDEA is a federal law passed in 1991 and amended in 1997 that guarantees a free appropriate public education for eligible children and youth with disabilities.
IEP	Individual Education Plan, a process that outlines educational goals and recommendations, primarily for students with special needs
ILP	Individual Learning Plan, a process that outlines the steps to graduation (formerly known as the Individual Graduation Plan)
inclusion	The practice - sometimes called "full inclusion" - of educating children with disabilities alongside their non-disabled peers, often in a regular classroom. The
KDE:OGSS:DC lyg 062512	10

	Individuals with Disabilities Education Act (IDEA)
	requires that disabled children be educated in the
	"least restrictive environment" possible.
Individual Growth Plan	a professional growth plan developed by the
illulviduai Glowtii Flaii	evaluatee with the assistance of the evaluator to be
	aligned with specific goals and objectives of the
	school improvement and professional development
ICNI /Instructional Cumpout Notucouls	plan
ISN (Instructional Support Network)	builds the capacity of district administrators to
	provide leadership in making connections between planning for instruction and planning for professional
	development
ITBS	Iowa Test of Basic Skills
JAG	Jobs for America's Graduates
JKG	Jobs for Kentucky's Graduates
KAA	Kentucky Academic Association
KAAC	Kentucky Association for Academic Competition
KAAE	Kentucky Alliance for Arts Education
KABSE	Kentucky Alliance of Black School Educators
KAC	Kentucky Arts Council
KACTE	Kentucky Association for Career and Technical
10.001	Education
KACTE	Kentucky Association of Colleges of Teacher
	Education
KAEA	Kentucky Art Educators Association
KAECE	Kentucky Association for Early Childhood Education
KAEE	Kentucky Association for Environmental Education
KAES	Kentucky Association of Educational Supervisors
KAESP	Kentucky Association of Elementary School Principals
KAGC	Kentucky Association of Governmental
	Communicators
KAGE	Kentucky Association for Gifted Education
KAHPERD	Kentucky Association for Health, Physical Education,
	Recreation and Dance
KAMC	Kentucky Accessible Materials Consortium
KAMD	Kentucky Accessible Materials Database
KAPE	Kentucky AIDS Prevention Education
KAPE	Kentucky Association of Professional Educators
KAPT	Kentucky's Affordable Prepaid Tuition
KAPT	Kentucky Association for Pupil Transportation
KAR (Kentucky Administrative Regulation)	guidance that is directly related to Kentucky statutes
	and outlines specifics of how the statutes are to be
	implemented. Regulations are often referred to as
	"administrative/regulatory law."
KASA	Kentucky Association of School Administrators
KASC	Kentucky Association of School Councils

KASE	Kentucky Association of School Executives
KASS	Kentucky Association of School Superintendents
KASSP	Kentucky Association of Secondary School Principals
KATE	Kentucky Association of Teacher Education
KATH	Kentucky Association of Teachers of History
KAYRE	Kentucky Association for Year Round Education
KBE	Kentucky Board of Education
KCA	Kentucky Center for the Arts
KCA	Kentucky Counseling Association
KCAS	Kentucky Core Academic Standards
KCCT (Kentucky Core Content Tests)	the state-level tests that assess reading,
	mathematics, science, social studies and on-demand
	writing; implemented from 2000 to 2011
KCEE	Kentucky Council on Economic Education
KCMP (Kentucky Continuous Monitoring Process)	an instrument designed to ensure that schools are
	providing appropriate services to students with
	special needs
КСРТА	Kentucky Congress of Parents and Teachers
KCSS	Kentucky Center for School Safety
KCSS	Kentucky Council for the Social Studies
KCTCS	Kentucky Community and Technical College System
KCTM	Kentucky Council of Teachers of Mathematics
KDE	Kentucky Department of Education
KDE Offices	OAA – Office of Assessment and Accountability
	KIDS – Knowledge, Information and Data Services
	OAS – Office of Administration and Support
	OGSS – Office of Guiding Support Services
	ONGSD – Office of Next-Generation Schools and
	Districts
	ONGL – Office of Next-Generation Learners
KDTA	Kentucky Dance Teachers Association
KEA	Kentucky Education Association
KEAP	Kentucky Employee Assistance Program
KECSAC	Kentucky Educational Collaborative for State Agency Children
KEEC	Kentucky Environmental Education Council
KEES	Kentucky Educational Excellence Scholarship
KELP (Kentucky Elementary Learning Profile)	an instrument designed to document a student's real
	learning, growth and development during the
	primary years (grades K-3)
Kentucky Focus Schools/Districts	schools and districts failing to meet annual
	measurable objectives (AMOs) for two consecutive
	years and with low achievement gap scores; high
	schools with graduation rates below 60 percent for
	two consecutive years; and schools with low scores
	among individual student gap groups

Kentucky Highest-Performing Schools/Districts	elementary, middle and high schools or districts with
	overall scores at the 95 <sup>th</sup> percentile or higher
Kentucky High-Progress Schools/Districts	Title I and non-Title I schools showing highest
	progress, as compared to peers (top 10% of
	improvement), and districts showing the highest
	progress, as compared to peers (top 10% of
	improvement)
Kentucky Occupational Skill Standards Assessment	an assessment aligned with standards identified for
(KOSSA)/Certificate	success in the workplace
Kentucky Priority Schools/Districts	schools identified as Persistently Low-Achieving (PLA)
	as defined by KRS 160.346; districts with overall
	scores in the bottom 5 percent for all districts that
	failed to make AMOs and show adequate yearly
	progress for the last three consecutive years
Kentucky Schools/Districts of Distinction	highest-performing elementary, middle and high
	schools or districts – those with overall scores at the
	95 <sup>th</sup> percentile or higher
KEDS	Kentucky Early Childhood Data System
KEPS (Kentucky Educator Placement Service)	online application that matches certified vacancies
	with individuals seeking employment
KERA (Kentucky Education Reform Act)	the systemic overhaul of the state's K-12 public
	education system, passed in 1990
KERS	Kentucky Employees Retirement System
KESN	Kentucky Effective Schools Network
KEST	Kentucky Essential Skills Test (norm-referenced test
	administered prior to the passage of KERA)
KET	Kentucky Educational Television
KETS (Kentucky Education Technology System)	the statewide technology network that links schools,
	districts, government agencies, state libraries, the
	Internet and other resources
KGA	Kentucky Geographic Alliance
КНС	Kentucky Humanities Council
KHEA	Kentucky Home Education Association
KHEAA	Kentucky Higher Education Assistance Authority
KHS	Kentucky Historical Society
KHSAA	Kentucky High School Athletics Association
KIDS	Kentucky Information Data System
KIDS NOW	Kentucky Invests in Developing Success Now
KIER	Kentucky Institute for Education Research
KIRIS (Kentucky Instructional Results Information	the statewide assessment and accountability system
System)	from 1990 to 1998
KLA (Kentucky Leadership Academy)	a program offered through the <b>Kentucky Association</b>
• • •	of School Administrators that provides ongoing
	professional growth opportunities for school and
	district leaders that will result in building and
	sustaining leadership capacity and creating a climate

	of resiliency for whole school improvement
KMEA	Kentucky Music Educators Association
KMSA	Kentucky Middle School Association
KPR (Kentucky Performance Report)	school-, district- and state-level collections of data
	derived from CATS
K-PREP (Kentucky Performance Rating for	tests given in grades 3-8 to gauge proficiency in
Educational Progress)	reading, mathematics, science, social studies and
	writing that blend norm-referenced and criterion-
	referenced items and consist of multiple-choice (mc),
	extended-response (er) and short-answer (sa) items
КРТА	Kentucky Parent Teacher Association
KRS (Kentucky Revised Statute)	a law passed by Kentucky's General Assembly
KRTA	Kentucky Retired Teachers Association
KSB	Kentucky School for the Blind
KSBA	Kentucky School Boards Association
KSCA	Kentucky School Counselors Association
KSD	Kentucky School for the Deaf
KSI	Kentucky System of Intervention (see also RTI)
KSIS	Kentucky Student Information System
KSTA	Kentucky Science Teachers Association
KSTC	Kentucky Science and Technology Corporation
KTA	Kentucky Theatre Association
KTG	Kentucky Tuition Grant (handled by KHEAA)
KTIP	Kentucky Teacher Internship Program
KTLC	Kentucky Teaching and Learning Conference
KTLN (Kentucky TeleLinking Network)	a network of statewide interactive video sites
KTRS	Kentucky Teachers' Retirement System
KTS	Kentucky Thespian Society
KUNA	Kentucky United Nations Association
KVHS	Kentucky Virtual High School
KVL	Kentucky Virtual Library
KWLA	Kentucky World Language Association
KYCEC	Kentucky Council for Exceptional Children
KYCID	Kentucky Center for Instructional Discipline
KYOTE (Kentucky Online Testing)	Web-based placement exam program using
	standardized tests to measure preparedness for
INCLDS	college-level learning
KYSLDS	Kentucky Statewide Longitudinal Data System
KYSPRA	Kentucky School Public Relations Association
LEAD	Local Education Agency, usually a school district
LEAD LEAD	Leadership for Educational Achievement in Districts
	Local Educator Assignment Data; collected by EPSB an audit conducted in a district or school that
leadership assessment	outlines strengths and weaknesses for the purpose of
	developing strategies for turnaround; mandated by
	703 KAR 5:180
	102 VAV 2:100

LEP	Limited English Proficiency, which describes students
	who may not use English as a first language or who
	have limited knowledge of English
LMS	library media specialist
LPC	Local Planning Committee (for Local District Facility
	Plan)
LRC	Legislative Research Commission
LSAC	Local Superintendent Advisory Council
LSBMAC	Local School Board Member Advisory Council
magnet schools	schools that place special emphasis on academic
	achievement or on a particular field such as science,
	designed to attract students from elsewhere in the
	school district; in Kentucky, Jefferson and Fayette
	Counties offer magnet programs.
manipulative	concrete or hands-on instructional materials and
	games used in the classroom to introduce and
	reinforce skills
matrix	the surrounding environment
MEP	Migrant Education Program (Title I)
MERR	Minority Educator Recruitment and Retention
migrant education	education programs established mainly to meet the
	needs of children of farm laborers, who often face
	such challenges as poverty, poor health care and the
	readjustments of moving often from school to school
MOA	Memorandum of Agreement
MOE (Maintenance of Effort)	a federal requirement that requires grant recipients
	and/or sub-recipients to maintain a certain level of
	state/local fiscal effort to be eligible for full
	participation in federal grant funding
MOU	Memorandum of Understanding
MSIP (Minority Superintendent Internship Program)	a program designed to identify, prepare and support
	minority candidates for school superintendent
	positions
multi-age/multi-ability grouping	grouping children who have been in school different
	numbers of years in the same classroom
multicultural education	interdisciplinary, cross-curricular education that
	prepares students to live and work in a diverse world
multiple intelligences	A theory of intelligence developed in the 1980s by
	Howard Gardner, professor of education at Harvard
	University. He originally identified seven intelligences:
	linguistic, logical-mathematical, musical, spatial,
	bodily-kinesthetic, interpersonal, and intrapersonal.
	He later suggested the existence of several others,
	including naturalist, spiritual, and existential.
MUNIS	Municipal Information Systems (state financial data
	system)
	0,000,

NABSE	National Alliance of Black School Educators
NAEP (National Assessment of Educational Progress)	assessments of samples of students in each state on a
(	variety of subject areas
NAEYC	National Association for the Education of Young
	Children
NARE	National Alliance for Restructuring Education
NASBE	National Association of State Boards of Education
NBCT	National Board Certified Teacher
NBPTS	National Board for Professional Teaching Standards
NCATE	National Council for Accreditation of Teacher
	Education
NCES	National Center for Education Statistics
NCLB	No Child Left Behind; 2001 reauthorization of the
	Elementary and Secondary Education Act
NCME	National Council on Measurement in Education
NCTM	National Council of Teachers of Mathematics
NEA	National Education Association
NIMAS	National Instructional Materials Accessibility Standard
nonacademic data	data that is not academic, including attendance,
	retention, dropout, graduation and successful
	transition to adult life rates
norm-referenced tests	standardized tests designed to measure how a
	student's performance compares with that of other
	students. Most standardized achievement tests are
	norm-referenced, meaning that a student's
	performance is compared to the performances of
	students in a norming group. Scores on norm-
	referenced tests are often reported in terms of
	grade-level equivalencies or percentiles derived from
	the scores of the original students.
NSCSTEC	National Safety Council School Transportation
NCI D	Executive Committee
NSLP	National School Lunch Program
NSP	New Standards Project
NTAPAA	National Technical Advisory Panel for Assessment and Accountability
OCR	Office of Civil Rights (federal)
OEA	Office of Education Accountability
on-demand writing	timed, structured writing assessments that require
on-acmana withing	extended writing, including essays, letters and
	compositions
open-response items	questions that require students to combine content
open response items	knowledge and application of process skills in order
	to communicate an answer
P2R	Preschool Program Review
PAC	Parent Advisory Council
L <del>-</del>	· s. c. · · · · · · · · · · · · · · · · · ·

PAEMST	Presidential Awards for Excellence in Mathematics and Science Teaching
PANT (Physical Activity Nutrition and Tobacco)	a health and wellness program implemented in schools
PD	professional development
performance levels	the four levels at which students may perform on the state assessment (novice, apprentice, proficient and distinguished)
performance-based assessment	requires students to perform hands-on tasks, such as writing an essay or conducting a science experiment
PGES	Professional Growth and Effectiveness System
PIMSER	Partnership Institute for Mathematics and Science Education Reform
PL/CS	practical living/career studies (formerly known as practical living/vocational studies)
PLAN	college-readiness test for 10th graders to help them build a solid foundation for future academic and career success; assesses English, mathematics, reading and science and is a predictor of success on the ACT
PLTW	Project Lead the Way
portfolio	a collection of a student's best work throughout his or her school years that is included in the scoring of the statewide assessments
PrAC	Principals Advisory Council
PRAXIS I, II, III	a series of content-area teacher exams
professional development	processes and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they might, in turn, improve the learning of students
professional learning communities (PLCs)	a collegial group of administrators and school staff who are united in their commitment to student learning by sharing a vision, working and learning collaboratively, visiting and reviewing other classrooms, and participating in decision making
Program of Studies	Kentucky's former curriculum framework, replaced by the <i>Kentucky Core Academic Standards</i>
Program Review	as mandated by KRS 158.6451, a systematic method of analyzing components of an instructional program including instructional practices; aligned and enacted curriculum; student work samples; formative and summative assessments; professional development and support services; and administrative support and monitoring; specifically mandated for arts & humanities, practical living/career studies and writing portfolios

PSAT/NMSQT	Preliminary Scholastic Achievement Test/National
FSAT/WWSQT	Merit Scholarship Qualifying Test, often described as
	a rehearsal for the SAT. The NMSQT is used to select
	-
	students for National Merit Scholarships and the
	National Assistance Scholarship Program for
	Outstanding Negro Students. The tests may be given
	together or separately.
PSD (professional staff data)	employment information about school districts' staff
RFP	Request for Proposal
RTA (Read to Achieve)	a state grant program that focuses on reading
	diagnostic and intensive reading intervention for
	struggling readers within the state primary program
RTC	Regional Training Center
RTI (Response to Intervention)	a program that integrates assessment and
	intervention within a multi-level prevention system
	to maximize student achievement and to reduce
	behavior problems (see also KSI)
rubric	a model for scoring assessments
SAC	Superintendents Advisory Council
SACS	Southern Association of Colleges and Schools
SAT	Scholastic Achievement Test, which many colleges
	and universities require for admission
SB 1	Senate Bill 1, passed in the 2009 Kentucky General
	Assembly; primarily affects assessment,
	accountability and academic standards
SCAAC	School Curriculum Assessment and Accountability
	Council
scholastic review/audit	the process under the former Commonwealth
	Accountability Testing System (CATS) by which
	schools not meeting improvement goals were
	provided with specific information on areas needing
	improvement and recommendations to do so
school configuration	The grade levels that comprise a school. The Kentucky
	state-funded preschool program is mandated to
	serve eligible 3- and 4-year-old children, and although
	Kentucky does not mandate specific grade levels for
	other school configurations, the generally accepted
	configurations are:
	<ul> <li>elementary – grades K through 5 or 6</li> </ul>
	<ul> <li>middle – grades 6 through 8</li> </ul>
	high – grades 9 through 12
School/District Report Cards	mandated by KRS 158.6453 and federal law; provide
Delice Report datas	information about each school and district, including
	test performance; teacher qualifications; student
	safety; awards; parent involvement; and much more
school-based decision making (SRDM)	
school-based decision making (SBDM)	a system of governance at each school composed of

	the principal, three teachers and two parents who
	make decisions regarding the day-to-day running of
	the school, including calendars, instructional
	materials, hiring of the principal, extracurricular
	programs and other items
School-to-Work	a system of school-based learning, work-based
	learning and connecting activities that is created by
	partnerships between education, employers,
	government and economic development agencies
SEA	State Education Agency
SEEK (Support Education Excellence in Kentucky)	the state's school funding program, which uses an
	equity-based formula to provide money to schools
service learning	programs that incorporate citizenship values into
	education by requiring students to perform
	community service
SESPTC	Southeastern States Pupil Transportation Conference
SFCC	School Facilities Construction Commission
SFSP	Summer Food Service Program
SIS	Student Information System
SISI	Standards and Indicators for School Improvement
Skills USA	partnership of students, teachers and industry
	working together to ensure America has a skilled
	workforce
SMART	Specific, Measurable, Attainable, Results-oriented,
SWART	Time-bound
Special education terms	AUT = autism
Special education terms	• D/B = deaf/blind
	DD = developmental delay      DD = developmental delay      DD = developmental delay
	EBD = emotional behavior disability      The first stand and disability
	FMD = functional mental disability
	HI = hearing impairment
	MD = multiple disabilities
	<ul> <li>MMD = mild mental disability</li> </ul>
	OHI = other health impairment
	OI = orthopedic impairment
	<ul><li>S/L = speech/language</li></ul>
	<ul> <li>SLD = specific learning disability</li> </ul>
	TBI = traumatic brain injury
	• VI = visual impairment
SREB	Southern Regional Education Board
STAK	Student Transportation Association of Kentucky
standards	subject-matter benchmarks to measure students'
	academic achievement
STEM	science, technology, engineering and mathematics
Student Technology Leadership Program (STLP)	a program that provides hands-on learning
	opportunities for students in the area of technology
	1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2

summative assessment	a test or other activity that measures students'
Summative assessment	a test or other activity that measures students' cumulative learning
Superintendents Annual Attendance Report (SAAR)	aggregate and disaggregate data on enrollment and
	attendance provided to KDE by district
	superintendents
T(2)	Teachers to the 2nd Power (KEA program)
TAC	Technology Advisory Council
Technical Education Data System (TEDS)	the official repository of student data for all
	career/technical programs taught in Kentucky
TEDS	Technical Education Data System
Thinkfinity	a partnership with Verizon Foundation and the
	Kentucky Department of Education to help meet the
	instructional needs of teachers through top-notch
	content and the best professional development on
Title I, Part A (Improving Academic Achievement of	Internet integration the nation's largest federal education program;
the Disadvantaged)	provides formula grants to local educational agencies
	that allocate funds to high poverty schools to be used
	to improve student achievement
Title I, Part B (Reading First)	provides state-administered competitive grants to
The system of the same of the	local educational agencies to implement
	comprehensive reading programs based on
	scientifically based reading research, including the
	following five components: phonemic awareness,
	phonics, fluency, vocabulary and comprehension
Title I, Part B, Subpart 3 (Even Start Family Literacy)	provides state-administered competitive grants
	awarded to partnerships of local educational agencies
	and other organizations to provide low-income
	families with integrated literacy services for parents
	and their young children (birth-age 7)
Title I, Part C (Education of Migratory Children)	funding to states based on counts of migrant children
	between the ages of 3 and 21; states then provide
	subgrants to local educational agencies to provide
	supplemental instruction and support services to
	eligible migrant children (A <i>migratory child</i> is defined as a child under 22 years of age who is a migrant
	agricultural worker or fisher, or who has a parent,
	spouse or guardian who is a migrant agricultural worker and who has moved across school district
	boundaries within the previous 36 months to obtain
	temporary or seasonal employment in agricultural or
	fishing work.)
Title I, Part D (Neglected and Delinquent [N & D]	provides financial assistance to educational programs
Programs)	for youths in state-operated institutions or
5 · -,	community day programs and provides financial
	assistance to support local educational agencies'
	programs involving collaboration with locally
KDE:OGSS:DC Iva 062512	20

Title II, Part A (Teacher and Principal Quality, Training and Recruitment)  Training and Recruitment  Training and Recruitment in prove teacher and principal parters and the understand assistant and each except and the use of teachers, principals and assistant endexion and the use of teachers and schools; also provides grants to the training language instruction programs  Training and Recruitment in programs  Training and Recruitment in programs to assist state educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Training and recurse for streamlining language instruction programs  Training and the Internet; the internet; the integration of technology into curricula; and the use of technology into curri
Training and Recruitment)  educational agencies, state agencies for higher education and eligible partnerships to improve teacher and principal quality and increase the number of highly qualified teachers, principals and assistant principals  Title II, Part D (Education Technology)  provides funds to local educational agencies to support improved student academic achievement through the use of technology in schools by supporting high-quality professional development; increased access to technology and the Internet; the integration of technology into curricula; and the use of technology for promoting parental involvement and managing data for informed decision-making  Title III (Language Acquisition Program)  ensures that children who are considered Limited English Proficient (LEP) attain English proficiency by developing high-quality language instruction educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  Title IV, Part B (21st Century Community Learning  Title IV, Part B (21st Century Community Learning
education and eligible partnerships to improve teacher and principal quality and increase the number of highly qualified teachers, principals and assistant principals  Title II, Part D (Education Technology)  provides funds to local educational agencies to support improved student academic achievement through the use of technology in schools by supporting high-quality professional development; increased access to technology and the Internet; the integration of technology into curricula; and the use of technology for promoting parental involvement and managing data for informed decision-making  Title III (Language Acquisition Program)  ensures that children who are considered Limited English Proficient (LEP) attain English proficiency by developing high-quality language instruction educational agencies not state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  Title IV, Part B (21st Century Community Learning  Education and eligible partnership includes state-administered competitive grants that
teacher and principal quality and increase the number of highly qualified teachers, principals and assistant principals  Title II, Part D (Education Technology)  provides funds to local educational agencies to support improved student academic achievement through the use of technology in schools by supporting high-quality professional development; increased access to technology and the Internet; the integration of technology for promoting parental involvement and managing data for informed decision-making  Title III (Language Acquisition Program)  ensures that children who are considered Limited English Proficient (LEP) attain English proficiency by developing high-quality language instruction educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  Supports, through grants and resources, programs that prevent violence and the illegal use of alcohol, tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21st Century Community Learning  includes state-administered competitive grants that
number of highly qualified teachers, principals and assistant principals  Title II, Part D (Education Technology)  provides funds to local educational agencies to support improved student academic achievement through the use of technology in schools by supporting high-quality professional development; increased access to technology and the Internet; the integration of technology into curricula; and the use of technology for promoting parental involvement and managing data for informed decision-making  Title III (Language Acquisition Program)  ensures that children who are considered Limited English Proficient (LEP) attain English proficiency by developing high-quality language instruction educational agencies not assist state educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st  Century Schools)  Title IV, Part A (Safe and Drug-Free Schools; 21st contury Schools)  Title IV, Part B (21st Century Community Learning
assistant principals  provides funds to local educational agencies to support improved student academic achievement through the use of technology in schools by supporting high-quality professional development; increased access to technology and the Internet; the integration of technology into curricula; and the use of technology for promoting parental involvement and managing data for informed decision-making  Title III (Language Acquisition Program)  Title III (Language Acquisition Program)  ensures that children who are considered Limited English Proficient (LEP) attain English proficiency by developing high-quality language instruction educational programs to assist state educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st  Century Schools)  Title IV, Part A (Safe and Drug-Free Schools; 21st contury Schools)  Title IV, Part B (21st Century Community Learning
Title II, Part D (Education Technology)  provides funds to local educational agencies to support improved student academic achievement through the use of technology in schools by supporting high-quality professional development; increased access to technology and the Internet; the integration of technology into curricula; and the use of technology for promoting parental involvement and managing data for informed decision-making  Title III (Language Acquisition Program)  ensures that children who are considered Limited English Proficient (LEP) attain English proficiency by developing high-quality language instruction educational programs to assist state educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st  Century Schools)  Title IV, Part A (Safe and Drug-Free Schools; 21st contury Schools)  Title IV, Part B (21st Century Community Learning includes state-administered competitive grants that
support improved student academic achievement through the use of technology in schools by supporting high-quality professional development; increased access to technology and the Internet; the integration of technology into curricula; and the use of technology for promoting parental involvement and managing data for informed decision-making  Title III (Language Acquisition Program)  Ensures that children who are considered Limited English Proficient (LEP) attain English proficiency by developing high-quality language instruction educational programs to assist state educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st  Century Schools)  Title IV, Part B (21st Century Community Learning  Supports improved student academic achievement through grants and resources, programs and communities; and that are coordinated with related federal, state, school and community efforts and resources  Includes state-administered competitive grants that
supporting high-quality professional development; increased access to technology and the Internet; the integration of technology into curricula; and the use of technology for promoting parental involvement and managing data for informed decision-making  Title III (Language Acquisition Program)  ensures that children who are considered Limited English Proficient (LEP) attain English proficiency by developing high-quality language instruction educational programs to assist state educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st  Century Schools)  supports, through grants and resources, programs that prevent violence and the illegal use of alcohol, tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21st Century Community Learning includes state-administered competitive grants that
increased access to technology and the Internet; the integration of technology into curricula; and the use of technology for promoting parental involvement and managing data for informed decision-making  Title III (Language Acquisition Program)  ensures that children who are considered Limited English Proficient (LEP) attain English proficiency by developing high-quality language instruction educational programs to assist state educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  supports, through grants and resources, programs that prevent violence and the illegal use of alcohol, tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21st Century Community Learning includes state-administered competitive grants that
integration of technology into curricula; and the use of technology for promoting parental involvement and managing data for informed decision-making  ensures that children who are considered Limited English Proficient (LEP) attain English proficiency by developing high-quality language instruction educational programs to assist state educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st  Century Schools)  Title IV, Part B (21st Century Community Learning includes state-administered competitive grants that
of technology for promoting parental involvement and managing data for informed decision-making  Title III (Language Acquisition Program)  ensures that children who are considered Limited English Proficient (LEP) attain English proficiency by developing high-quality language instruction educational programs to assist state educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st  Century Schools)  Title IV, Part B (21st Century Community Learning  of technology for promoting parental involvement and managing data for informed decision-making  ensures that children who are considered Limited  English Proficient (LEP) attain English proficiency by developing high-quality language instruction  educational programs to assist state educational agencies for streamlining language instruction programs  supports, through grants and resources, programs that prevent violence and the illegal use of alcohol, tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21st Century Community Learning includes state-administered competitive grants that
and managing data for informed decision-making  ensures that children who are considered Limited English Proficient (LEP) attain English proficiency by developing high-quality language instruction educational programs to assist state educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  Title IV, Part B (21st Century Community Learning
Title III (Language Acquisition Program)  ensures that children who are considered Limited English Proficient (LEP) attain English proficiency by developing high-quality language instruction educational programs to assist state educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  supports, through grants and resources, programs that prevent violence and the illegal use of alcohol, tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21 <sup>st</sup> Century Community Learning  includes state-administered competitive grants that
English Proficient (LEP) attain English proficiency by developing high-quality language instruction educational programs to assist state educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  Supports, through grants and resources, programs that prevent violence and the illegal use of alcohol, tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21st Century Community Learning includes state-administered competitive grants that
developing high-quality language instruction educational programs to assist state educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  Supports, through grants and resources, programs that prevent violence and the illegal use of alcohol, tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21 <sup>st</sup> Century Community Learning  includes state-administered competitive grants that
educational programs to assist state educational agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st Schools)  Supports, through grants and resources, programs that prevent violence and the illegal use of alcohol, tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21st Century Community Learning includes state-administered competitive grants that
agencies, local educational agencies and schools; also provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  Supports, through grants and resources, programs that prevent violence and the illegal use of alcohol, tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21st Century Community Learning includes state-administered competitive grants that
provides grants to state and local educational agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  Supports, through grants and resources, programs that prevent violence and the illegal use of alcohol, tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21st Century Community Learning includes state-administered competitive grants that
agencies for streamlining language instruction programs  Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  Supports, through grants and resources, programs that prevent violence and the illegal use of alcohol, tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21st Century Community Learning includes state-administered competitive grants that
Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  Supports, through grants and resources, programs that prevent violence and the illegal use of alcohol, tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21st Century Community Learning includes state-administered competitive grants that
Title IV, Part A (Safe and Drug-Free Schools; 21st Century Schools)  Supports, through grants and resources, programs that prevent violence and the illegal use of alcohol, tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21st Century Community Learning includes state-administered competitive grants that
that prevent violence and the illegal use of alcohol, tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21 <sup>st</sup> Century Community Learning includes state-administered competitive grants that
tobacco and drugs in and around schools; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21 <sup>st</sup> Century Community Learning includes state-administered competitive grants that
parents and communities; and that are coordinated with related federal, state, school and community efforts and resources  Title IV, Part B (21 <sup>st</sup> Century Community Learning includes state-administered competitive grants that
with related federal, state, school and community efforts and resources  Title IV, Part B (21 <sup>st</sup> Century Community Learning includes state-administered competitive grants that
efforts and resources  Title IV, Part B (21 <sup>st</sup> Century Community Learning includes state-administered competitive grants that
Title IV, Part B (21 <sup>st</sup> Century Community Learning includes state-administered competitive grants that
Centers) provide services during non-school hours or periods
to students and their families for academic
enrichment, including tutorial and other services to
help students, particularly those who attend low-
performing schools, to meet student achievement
standards
Title IX bars gender discrimination in education facilities that
receive federal funds
Title V, Part A (Innovative Programs) coordinates with all federal and state innovative
programs as a supplement; provides Innovative
Programs State Grants to assist local education
reform efforts that are consistent with and support
statewide reform efforts
Title VI (Flexibility Provisions) contains the following flexibility provisions for local
educational agencies: the transferability provision
allows local educational agencies to move up to 50
percent of their funds among some formula programs  KDE:OGSS:DC lvg 062512

	(Title II, Part A; Title II, Part D; Title IV, Part A and Title
	V, Part A), and into, but not out of, Title I, Part A; the
	Rural and Low-income Schools program allocates
	funds to eligible local educational agencies through a
	formula to be used for teacher recruitment and
	retention, professional development, parent
	involvement as well as activities authorized under
	Title I, Part A; Title II, Part D; Title III, Part A and Title
	IV, Part A; and the Small Rural School Achievement
	program is a formula grant program direct from the
	U.S. Department of Education to eligible local
	educational agencies and gives these small local
	educational agencies flexibility to consolidate some
	federal funds
Title VII	supports the efforts of local educational agencies,
	Indian tribes and organizations, postsecondary
	institutions and other entities to meet the unique
	educational and culturally related academic needs of
	American Indian and Alaska Native students
Title VIII (Impact Aid)	provides financial assistance to school districts whose
	boundaries include federally owned or managed
	lands
Title X, Part C (Education for Homeless Children and	intended to ensure that homelessness does not cause
Youth)	children to be left behind in school; requirements
	regarding homeless students apply to all districts,
	regardless of whether the district receives a
	McKinney-Vento Homeless grant; all districts must
	adopt policies to ensure that homeless children and
	youths are not stigmatized or segregated and
	youths are not stigmatized or segregated and transportation is provided at the request of the
	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an
	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the
	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin
TPGF	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin  Teachers Professional Growth Fund
TPOC	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin  Teachers Professional Growth Fund  Technology Point of Contact
	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin  Teachers Professional Growth Fund  Technology Point of Contact a process of gathering multiple data sets to focus in
TPOC	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin  Teachers Professional Growth Fund  Technology Point of Contact a process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a
TPOC triangulation	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin  Teachers Professional Growth Fund  Technology Point of Contact a process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence
TPOC triangulation TRT	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin  Teachers Professional Growth Fund  Technology Point of Contact a process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence  Technology Resource Teacher
TPOC triangulation  TRT TSA	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin  Teachers Professional Growth Fund  Technology Point of Contact a process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence  Technology Resource Teacher  Technology Student Association
TPOC triangulation  TRT TSA UDL	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin  Teachers Professional Growth Fund  Technology Point of Contact a process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence  Technology Resource Teacher  Technology Student Association  Universal Design for Learning
TPOC triangulation  TRT TSA	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin  Teachers Professional Growth Fund  Technology Point of Contact a process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence  Technology Resource Teacher  Technology Student Association  Universal Design for Learning the state's assessment and accountability system as
TPOC triangulation  TRT TSA UDL	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin  Teachers Professional Growth Fund  Technology Point of Contact a process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence  Technology Resource Teacher  Technology Student Association  Universal Design for Learning the state's assessment and accountability system as mandated by 2009's Senate Bill 1, with the first
TPOC triangulation  TRT TSA UDL	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin  Teachers Professional Growth Fund  Technology Point of Contact a process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence  Technology Resource Teacher  Technology Student Association  Universal Design for Learning the state's assessment and accountability system as mandated by 2009's Senate Bill 1, with the first assessments administered during school year 2011-
TPOC triangulation  TRT TSA UDL Unbridled Learning: College/Career-Readiness for All	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin  Teachers Professional Growth Fund  Technology Point of Contact a process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence  Technology Resource Teacher  Technology Student Association  Universal Design for Learning the state's assessment and accountability system as mandated by 2009's Senate Bill 1, with the first assessments administered during school year 2011-12; also used to refer to KDE's work around SB 1
TPOC triangulation  TRT TSA UDL	youths are not stigmatized or segregated and transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin  Teachers Professional Growth Fund  Technology Point of Contact a process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence  Technology Resource Teacher  Technology Student Association  Universal Design for Learning the state's assessment and accountability system as mandated by 2009's Senate Bill 1, with the first assessments administered during school year 2011-

	sequenced from beginning learning and skills to more
	advanced learning and skills
voucher	a certificate issued to parents that can be used as full
	or partial payment of tuition for any nonpublic school
	(Kentucky's current constitution effectively prohibits
	the establishment of a voucher program.)
WAAPOC	Web Application Access Point of Contact
WAC	Writing Advisory Committee
WPOC	Web Point of Contact
year-round scheduling	also known as alternative calendar scheduling;
	rearranges the traditional school calendar to provide
	college-semester-like breaks every nine weeks of
	school (Students usually do not actually attend school
	for more days than in a traditional calendar.)